***Technology Plan Committee Members***

***K. Santangelo – Principal***

***J. Erwin –Community Representative***

***D. Cappella – Grade 1 teacher/student council ambassador***

***A. Garrett – K5 teacher***

***J. Wilson – 2nd grade teacher***

***A. Watkins – 3rd grade teacher***

***B. Tollings – 4th grade teacher***

***C. Boston – 5th grade teacher***

***T. Hudson - Title-1 Coordinator***

***M. McGee – Instructional Coach***

***T. Sanders – Media Specialist***

***J. Bear – Related Arts***

***A. Smith - SPED***

Furman Elementary

2012-2013

Technology Plan

Revised: October 2011

# Snapshot of Current Technology Use in School

To this point the level of technological integration has been weak, while the technology is available; teachers are not using the technology effectively for their learners. Currently, FES has Promethean Boards in 4th and 5th grades. This is about 33% of regular education teachers. The teachers have been trained for two hours on the boards and they are currently using them to project lessons on the board. The boards have duel pen capability, but the teachers do not use them.

Last year, their PTA did a fundraiser and they were able to raise $15,000. They would like to possibly use that money to purchase additional technology for the school. They currently have eight sets of actiVotes and six sets of ActivExpressions. The sets are housed in the media center and have been checked out about 10 times this year.

The school also has five digital cameras and eight video cameras available for teachers to checkout. Last year, the cameras were checked out one time and the video cameras checked out twice.

The School has one computer lab that is five years old. They have three laptop carts (15 laptops each cart). Once cart is 6 years old, one is 4 years old and one is 3 years old.

The media specialist purchased five Nooks last year, but the students do not use them. There are also 3 sets of MP3 players in the media center for checkout, but they are rarely used. The school has access to Compass learning and Accelerated Reader. Compass Learning is used once or twice a week by the after school kids and Accelerated Reader is used by 3 classrooms who do book competitions.

Noticing the amount of technological use, the instructional coach at this school chose to assemble a technology implementation committee including a teacher from every grade level including one related arts and sped teacher. This committee will lead professional development opportunities (peer mentoring) for their peers and in modeling effective technology use in the classroom.

# SCHOOL PROFILE

***Quick Facts (figure 1.1):***

*Number of Students: 925*

*Number of Staff: 64*

*Number of Classrooms with Interactive White Boards: 13*

*Number of Computer Labs: 1*

*Number of Laptop Labs: 3*

Furman Elementary is a public school in Greenville, SC. Furman Elementary school has 40 regular education teachers in grades K5-5th grade, five SPED teachers, six related arts classes, and a challenge class. This adds up to a very large school, the total population is 925 and the average class size at Furman Elementary is 23 students. The overall faculty at our school is 64. The administration, highly qualified teachers, and staff work together to enforce a curriculum that consists of challenging and diverse programs with emphasis on meeting the needs of the individual child. Our school goals reflect and incorporate the strategies and skills initiated by the SC State Department of Education and No Child Left Behind.

Our school implements a Balanced Literacy program infused with the following initiatives: Single-gender, Visionary Leaders, Battle of the Books. In addition, Furman Elementary offers related arts, which includes art, music, physical education, Spanish, science lab and computer lab.

Students demonstrating difficulties that interfere with their academic progress are offered programs such as speech therapy, guidance counseling or other special education services.

# **Technology Dimensions Overview**

Note: If you struggle to describe what good technology integration would look like in action, begin by describing what good teaching would look like in action. Focus on describing the kind of teaching that supports your school’s mission, vision statements and core principles. The point is to paint a picture of the learning environments that you hope to create. Once defined, digital solutions that make the work of students more effective and efficient can be quickly identified.

* Tech Dimension 1: Learners and their Environment

This dimensions deals with *students* and how they use/interact with technology. It focuses on the students using the technology.

Example: Technology offers students access to current and developing information, tools for visualizing and modeling, data collection, data analysis and emerging communication of ideas. Student will use current and emerging technologies independently and collaboratively as they develop skills needed for success in the 21st century world.

Example: New and emerging technologies in the classroom foster creativity, team building, and development of 21st Century Skills. Learning how to utilize these technologies when students get out into the business world will be vital to their success.

* Tech Dimension 2: Curriculum and Instruction

This Dimension focuses on how the *teacher* uses technology. This can be for productivity (Office Suite) or instruction (Promethean Board).

Example: The school will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Example: Teachers will use current and emerging technologies to design technology-enriched learning environments to assist students with the attainment of required curriculum objectives.

* Tech Dimension 3: Professional Development

What professional development is needed to *support* the teachers, administrations, school community, and students as they learn how to use the new equipment/software.

Example: The school will develop ongoing and sustained professional development programs for all educators – teachers, principals and administrators, school library media personnel, and support staff.

# **Goal 1:** Through teacher facilitation, all students will use current and emerging technologies independently and collaboratively to develop skills needed for the 21st century world and to completing content-related projects using those skills.

OBJECTIVES:  
***1. Students will use current and emerging technologies to complete content related projects using 21st century skills.***

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| --- | --- | --- | --- | --- | --- |
| Tech Dimension | Ref. Number | Strategy/Action | Action Steps | Funding Considerations | Evaluation of Objectives |
| Learners and their Environment | 1.1 | Students will use laptop computers to create and collaborate on content-related projects using current web 2.0 tools (prezi, blogging, wiki, glogster, etc) and upcoming 21st century digital tools. | We must first refresh our aging laptop carts and computer lab. | Refresh | * Teacher lesson plans * Lesson/best practice showcase bi-weekly at faculty meetings |
| Learners and their Environment | 1.2 | Students will interact with a Promethean board manipulating content-based information. | We must first purchase interactive white boards for 3rd grade. At that point all of the secondary classrooms will have Promethean boards. Next we must purchase mobile boards for the rest of the grade levels and related arts  RA (3), K5-2nd (10). The goal is that eventually we will be able to fund boards for all teachers, however, at this point the boards will be put on a schedule. One board will be left out for K5-2nd grade teachers to check out when needed. | Refresh | * Observational data * Student pre/post survey on technology use in the classroom |
| Learners and their Environment | 1.3 | Students will learn how to operate a computer effectively in order to create content-related documents and projects using a variety of software and programs (including Microsoft Office) to better prepare them for word processing and data analysis in the 21st century. | We must first refresh our computer lab with N-computing hosts (3) and stations (27). | Refresh | Student grades in computer lab (including analysis of pre and posttest) |
| Learners and their Environment | 1.4 | Students will create content-related documentaries, presentations, representative dramatics, or digital stories using self-collected audio and digital clips using High-definition video cameras consistent with 21st century technologies. | There are already eight video cameras on campus; we plan on purchasing 12 more. This would put one video camera in every 3-5 grade classroom. | Refresh | * Student created project folder on staff drive for teachers to share projects created in their classes. * Technology team observation data and analysis |
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***2. Teachers will facilitate 21st century content-related projects.***

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| Tech Dimension | Ref. Number | Strategy/Action | Action Steps | Funding Considerations | Evaluation of Objectives |
| Professional Development | 1.2 | Teachers must effectively utilize the technology on campus by checking it out and implementing into lessons. | All members of the technology committee will receive iPads including the IC (who serves as leader). The teachers will peer mentor and lead professional development workshops to increase teacher technology facilitation. Teacher leaders will hold all technology for grade-level and turn in a checkout list to the IC quarterly. | Refresh | Checkout list turned into IC quarterly. |
| Curriculum and Instruction  (productivity and instruction) | 2.2 | The teacher will develop 21st century lessons and projects using a variety of hardware and software. | Teachers will require new laptops with docks to ensure mobility. | Refresh | Required for integration of other technology. |
| Curriculum and Instruction (productivity) | 2.3 | The entire school will utilize a unified digital behavior program to increase consistency in behavior management. | All teachers will be provided iPads and are required to use ClassDojo.com for behavior tracking. | Refresh | This is a requirement for our school-wide behavior modification plan. |
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Current Best Practices in School (if applicable)

# Goal 2: The school will develop ongoing and sustained professional development programs for all educators (teachers, principals and administrators, school library media personnel, and support staff) that focus on of current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES:  
***1. Teachers will exhibit technological proficiency learned through professional development***

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| Tech Dimension | Ref. Number | Strategy/Action | Action Steps | Funding Considerations | Evaluation of Objectives |
| Professional Development | 3.1 | All teachers must be competent in facilitating interactive content-based lessons on the Promethean board. | All teachers must take district provided Promethean board training and turn in documentation. Upon completion teacher must demonstrate competency in using/creating content-related flipcharts to a member of the technology committee. | NA  In-house Development | Each teacher must complete in school technology competency checklist for a technology team member. |
| Curriculum and Instruction | 3.2 | Teachers will use interactive voting devices to create learner-centered instructional environments that enhance academic achievement. | All teachers in 3-5 grades will have access to ActivExpressions. With the addition of 7 more sets of ActivExpressions and 6 hubs to accompany them, all secondary teachers will have at least 23 ActivExpressions. To ensure that all students have access the Music teacher will have a set of ActivExpressions.  The 3 sets of ActiVotes will be split up and will travel with the mobile Promethean Boards | Refresh | Teachers will model how to set up and carry out an express poll using the ActivExpressions and Promethean software (ActiVotes for K5-2) |
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***2. The school will collaboratively use and share current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.***

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| Tech Dimension | Ref. Number | Strategy/Action | Action Steps | Funding Considerations | Evaluation of Objectives |
| Professional Development  Curriculum and instruction | 4.1 | All teachers must be researchers and facilitators of effective 21st century technologies. | The instructional coach at this school chose to assemble a technology implementation committee including a teacher from every grade level including one related arts and sped teacher. This committee will lead professional development opportunities (peer mentoring) for their peers and in modeling effective technology use in the classroom. The team will meet bi-weekly and a member from the team will present a new technology each meeting. | PTA stipend for meeting time | Pre-survey on technology use in the school given to all employees (Fall 2012)  Post-survey on technology use in the school given to all employees (Spring 2012)  Observational analysis  Teacher Lesson Plans (looking for elements of technology discussed in faculty meetings) |
| Professional Development  Curriculum and Instruction | 4.2 | The IC at this school will be a leader in technology integration and modeling. At faculty meeting on a bi-weekly basis, the IC will briefly (10 min) share an emerging web tool and spotlight effective technology use in the school. | In order to effectively show technological integration the IC must have a Flip camera to film adequate use of technology in a classroom and an iPad to model appropriate apps for education and its many uses. | PTA  Refresh | Pre-survey on technology use in the school given to all employees (Fall 2012)  Post-survey on technology use in the school given to all employees (Spring 2012)  Observational analysis  Teacher Lesson Plans (looking for elements of technology discussed in faculty meetings) |
| Professional Development | 4.3 | Teachers will use iPads applications to allow for specific content modification for low and high achievers. | Teachers must have applications for their early finishers, lowest students, and challenge students on the iPad. Downloaded and implemented during an in-house faculty meeting. | Refresh | Early-finishers and accommodations sections of lesson plans should show implementation of iPad use. |
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***3. Teachers will use technological resources to meet the needs of all learners (gifted/sped)***

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| Tech Dimension | Ref. Number | Strategy/Action | Action Steps | Funding Considerations | Evaluation of Objectives |
| Learners and their Environment  Curriculum and Instruction | 5.1 | Students will use digital readers with networking capabilities to raise their academic achievement. | The classrooms in grades K5-2nd will receive a nook for teachers to load with content-related texts. This will be used as a center activity for early finishers or students that need extra help in reading. | Refresh  PTA | Reading scores of students that use the nook on a regular basis |
| Learners and their Environment  Professional Development | 5.2 | SPED students will be able to use emerging technologies to increase their rate of growth in their weakest areas. Research suggests that iPads applications in a special education classroom can help with this. | The SPED classroom must get four iPads to aide in this. They will allow for collaborative and interactive working sessions. Prior to this, the SPED teachers must go to a specific iPad training provided by our in-district technology facilitator. | Refresh | SPED lesson plans (interactive weak area focused iPad lessons) |
| Professional Development | 5.3 | SPED and Related Arts teachers will integrate the use of MP3 players in their curriculum | The MP3 players in the library will be passed out to these teachers. | NA | Lesson Plans |

Current Best Practices in School (if applicable)

# Needs/Wants List

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| Tech Equipment Needs | Priority | Quantity | Justification | Notes |
| Admin Laptops | 5 | 4 | Aging Laptops/refresh | Principal, AP, AA, IC |
| Admin Desktops | 5 | 7 | Aging Desktops/refresh | Speech, Guidance (2), Challenge, Cafeteria, Front Office, Secretary |
| Teacher Laptop w/ Dock | 5 | 51 | Aging Laptops/refresh | K5-5th (40), RA (6), SPED (5) |
| N-Computing Host | 5 | 3 | Aging Computer Lab Desktops | To create a computer lab with 30 computers |
| N-Computing Stations | 5 | 27 | “ “ | “ “ |
| Promethean Board 78” | 5 | 6 | To meet Goal 1 | 3rd grade |
| Promethean Board 78” Mobile | 5 | 13 | To meet Goal 1 | RA (3), K5-2nd (10) mobile |
| Active Expressions | 4 | 8 | To aide in providing interactive classroom environment. Meet goal 2. | Grades 3-5 (7) (13 sets total to be broken up between 19 teachers) RA (1) |
| ActivHub | 3 | 6 | To aide in providing interactive classroom environment. Meet goal 2. | To aide in splitting up sets of ActivExpressions |
| Flip Video Cameras | 4 | 12 | To meet goal 1. Have students create 21st century content-related digital projects. | 3rd (6 already in building), 4th (4+2 already in building), 5th (7), IC (1) |
| iPads and Otter Box cases | 5 | 45 | To aide in creating an environment that is representative of the 21st century climate. To increase teacher productivity. To aide in reaching all learners. | k5-5 teachers (1 each)  SPED (4)  IC (1) |
| Nooks | 3 | 16 | “ “ | K5(2 +original 5), 1 (7), 2 (7) |

**Additional notes:**

* **All aging computers (laptop carts, desktops) that are replaced will go into the classrooms.**
* **IC / Technology committee reserve authority for recommendation of PD if technology use is not apparent.**